

Bringing Gender Equality Issues to the Youth in Uzbekistan as a Psychological Problem

Bakhramova Abira Abdullaevna

SamSU, Senior Lecturer, Department of General Psychology
abira.bakhramova@gmail.com

Abstract: The article is devoted to the measures taken in Uzbekistan in the last 3 years to ensure gender equality. Gender policy is considered through the prism of building a developed and just society and positive changes in the socio-political life of the country are noted. New laws in Uzbekistan serve to ensure gender equality and are fully in line with international standards. The initiatives of the head of state also play an important role in achieving this goal.

Keywords: gender equality, just society, economic stability, men and women, psychology of gender equality.

Introduction. In recent years, many decrees and decisions on gender equality issues have been adopted and implemented at the state level in Uzbekistan. As a result of consistent and comprehensive reforms, economic stability is ensured. Life experience shows that in an economically stable society, equality between men and women is ensured at a high level. Gender equality also means social equality. It is not enough to include the necessary provisions in the Constitution and laws to ensure such equality. To ensure gender equality, women and men must have equal access to legal information resources and equal opportunities to participate in the management of the state and society.

The relevance of the work. Ensuring equality between men and women is the most important factor determining the socio-economic development of the country. This provision is contained in many official documents of the UN and other international organizations. Among them, the most important are the "Millennium Development Goals", "The Beijing Platform for Action of the United Nations". Promoting gender equality, empowering women are the most important areas of the National Millennium Development Goals consistently implemented in Uzbekistan. At present, 48% of all employed in the republic are women, and this is significantly more than the world average (40.4%). This testifies to the conditions created in Uzbekistan to ensure employment of the population in general, and the realization of women's rights in social and labor relations in particular.

Equality between men and women plays an important role in ensuring the well-being of the people, peace in society and economic stability. Gender equality implies equal possession by women and men of socially valuable goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same, but that their opportunities and life chances are equal.

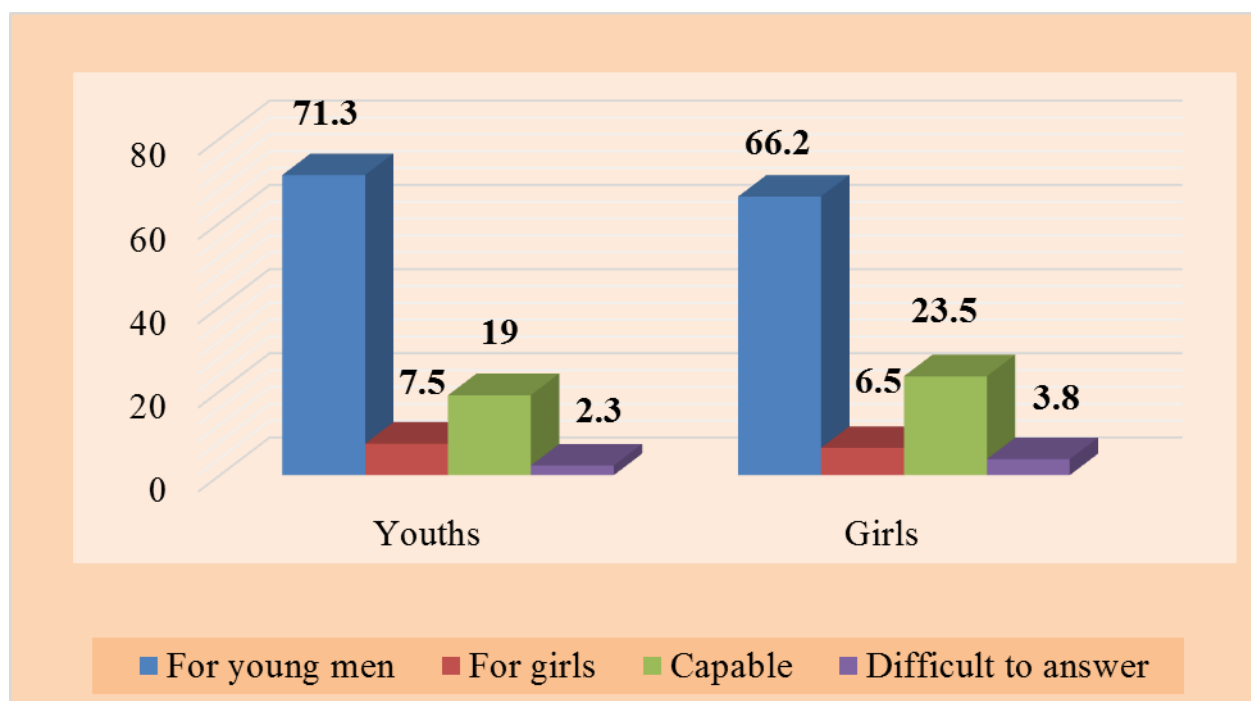
The problems of the psychology of gender equality in Uzbekistan are complicated by their little study and the presence of different points of view on gender equality. At present, unfortunately, there is often a difference between the concepts of "gender problems" and "women's problems". Therefore, according to experts, before talking about the problems of achieving gender equality, it is necessary to separate this concept from the so-called "women's issue", or from mixing it with ardent militant feminism. In the recommendations to the national millennium development

goals in Uzbekistan, a goal has been identified for our country - to promote equality between women and men and empower women. As part of its implementation, the task was set: the elimination of gender inequality in primary and secondary education. The emphasis on equality in education is not accidental: in accordance with the concept of human development, full and equal access to education for men and women is the basis for ensuring freedom of choice, which results in increased participation in public, economic and political life.

The state of gender development can be measured using the indicator “Ratio between girls and boys in primary, secondary and tertiary education”. In general, the situation with schooling in Uzbekistan is favorable in the context of gender development, which is the result of an active state policy.

In general, the situation with schooling in Uzbekistan is favorable in the context of gender development, which is the result of an active state policy. Thus, among primary school students, girls make up 48.9%, and boys - 51.1%. The situation is similar in the middle classes: 48.8% and 51.2%, respectively. However, at the higher education level, there is a noticeable gender imbalance: the share of women is about 39%, men - about 61%. This situation was largely the result of a decrease in the level of subsidies for higher education, which necessitates full or partial payment for education. Under such conditions, parents prefer to educate their sons rather than their daughters. Traditional gender stereotypes also play an important role, which encourage girls to marry early, assigning them the role of continuers of the clan and guardians of the family hearth. In this regard, we empirically studied the problem of the psychology of gender imbalance in education. In the socio-psychological questionnaire compiled by us, several questions were posed aimed at studying gender stereotypes, where the object of the study are boys and girls aged 15–17 years old, studying at the Economic Lyceum at the Tashkent State Economic University. One of the questions we asked in the course of the study is aimed at identifying attitudes towards the need to create conditions for higher education: “Who needs to create conditions for higher education?” (Diagram 1).

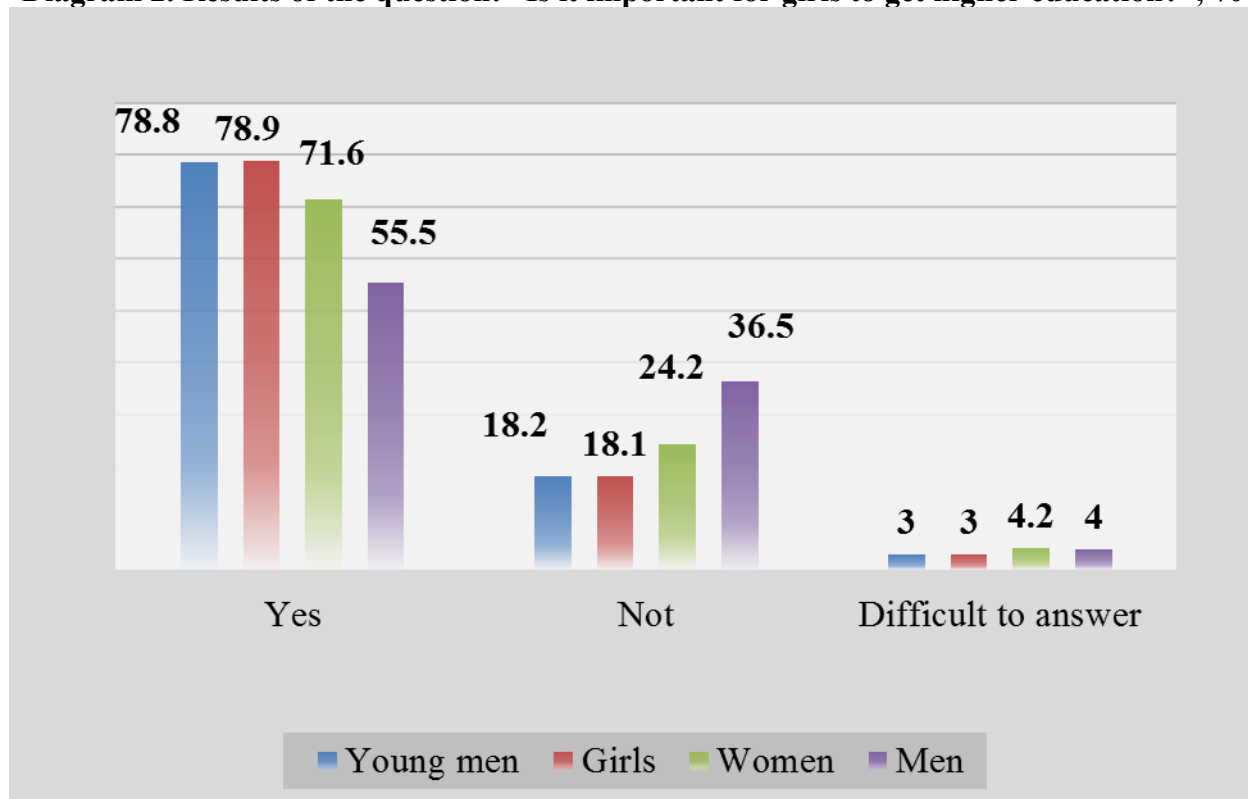
Diagram 1. Results of the question “Who needs to create conditions for higher education”, %



As can be seen from the table, for higher education, the greatest preference is given to young men, since there are traditional stereotypes that point to a man as the breadwinner of the family. This is confirmed by representatives of both sexes in the choice of answer. In the family, they observe how fathers are the main earners. Diagram 1 shows that boys and girls preferred the

answer option “Able” to the second one. Considering that capable young men and women study at the lyceum, the choice of this answer is obvious. The next question is aimed at revealing the relations of the younger generation (girls and boys); of the adult population (women and men) on the importance of higher education for girls (Diagram 2).

Diagram 2. Results of the question: “Is it important for girls to get higher education?”, %



The empirical data obtained on this issue show that, at present, higher education for girls is approved by respondents of various categories. In this case, boys, girls and, of course, women in the maximum ratio chose the answer “Yes”. This confirms our hypothesis: social attitudes have been formed in society in relation to the gender development of the sexes, in which modern trends in gender relations are expressed. Summarizing the above judgments, we can say that in society there is a tendency towards gender equality and, in addition, some gender stereotypes are observed among a certain contingent of people.

Aspects of connection with the characteristics of a person's gender and its psychological and social differences have recently become one of the most discussed in society. The role of men and women in the social environment today is undergoing significant changes. This problem worries many psychologists and sociologists, such as T.V. Bendas, S. Bern, D. Myers, I.S. Kon, O.A. Voronina, I.S. Kletsina, E.P. Ilyin and others. As Bendas says, general psychology has long ignored gender as an important aspect of human nature. Social psychology also did not recognize gender as an aspect that determines the interaction of people in society.

Conclusion.

The socio-psychological concepts of woman and man consist of many aspects and depend on the characteristics of society. Traditionally, a woman is credited with such qualities as weakness, passivity, emotionality or even irrationality, and a man - strength, activity, rationality, purposefulness. The diversity of social characteristics of women and men in the world and the fundamental identity of the biological characteristics of people allow us to conclude that biological sex cannot be an explanation for the differences in their social roles that exist in different societies. Therefore, in modern social science it is customary to use the concepts of sex and gender.

The gender approach in psychology is a technique for analyzing the gender characteristics of a

person and the psychological aspects of intersexual relations. The main attention is paid to the analysis of the consequences of gender differentiation in the relationship between men and women. It suggests a way of cognition that allows you to move away from the point of view of the predestination of male and female characteristics, roles, statuses and rigid fixation of gender role models of behavior, shows personal development and self-realization paths that are not limited to traditional gender stereotypes.

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